



**Oxnard Union High School District**

## ***Oxnard Union High School District***

### ***WIRELINE COMPETITION BUREAU ANNOUNCES APPLICATION DEADLINE FOR THE E-RATE DEPLOYED UBIQUITOUSLY (EDU) 2011 PILOT PROGRAM***

**WC Docket No. 10-222**

**Application Deadline: December 17, 2010**

On September 28, 2010, the Commission released the *Sixth Report and Order* in the above-captioned proceeding. The order upgraded and modernized the schools and libraries universal service support program (also known as the E-rate program) to encourage the expansion of fast, affordable Internet access in schools and libraries across the country.<sup>1</sup> As part of the *Sixth Report and Order*, the Commission launched a pilot program – EDU2011 – to investigate the merits and challenges of wireless off-premises connectivity services for mobile learning devices, and to help the Commission determine whether and how those services should ultimately be eligible for E-rate support.<sup>2</sup> As part of this pilot program, the Commission authorized up to \$10 million for funding year 2011 to support a small number of innovative, interactive off-premise wireless connectivity projects for schools and libraries. The Commission anticipates that EDU2011 funding will be provided only to wireless projects that have already been planned (but may be awaiting funding) or are currently underway, to enable the Commission to evaluate how best to use E-rate support for successful wireless projects. Support under this program will not be provided for the portable devices or equipment, but rather for the connectivity services. To be considered for the EDU2011 funding, applicants must address the application requirements listed below and submit their applications to the Commission **on or before December 17, 2010**. Applications that do not address all the requirements or are filed after the deadline date will not be considered for the

**EDU2011 Application Requirements:**

*Applicant Wireless Program.* On the date the *Sixth Report and Order* was adopted (September 23, 2010), eligible applicants already should have implemented or begun the process of implementing<sup>3</sup> a program to provide off-premise connectivity to students or library patrons through the use of portable wireless devices.

***Application Length.*** Applications shall be no longer than 20 pages including any exhibits. Any relevant technology planning documents (*see number 8, below*), however, do not count toward the 20 page limit. The Commission will not review any application that is greater than 20 pages in length.

The Oxnard Union High School District schools, students, teachers and support staff have access to technology tools before, during, and after school hours. Every teacher has access to a Web-enabled computer every period of every day. All libraries and media centers throughout the district provide access for students during the school day, and many provide access before and after school. Staff members are available at all before and after school programs or technology facilities to provide students with support and guidance. The primary access for students is during the school day, with some support and access before and after school. However our goal is to provide same access from home so that they are able to receive quality education at any given time.

***Required Information (all applicants).*** The application must contain the following information for all applicants:

**1. A FULL DESCRIPTION OF THE CURRENT OR PLANNED Applicant Wireless Program, including but not limited to:**

**a. The nature of the Applicant Wireless Program including the extent to which the use of connectivity is interactive and utilizes the Internet.**

Oxnard Union High School District serves a large population of high school students and adults. As a result, the OUHSD schools make every effort to remain a leader in educational technology, not just in Ventura County, but throughout California. Increased bandwidth, wireless technology, off- premises wireless technology, distance learning, cloud based computing, internet based curriculum content, and numerous other 21<sup>st</sup> century technologies for education are all priorities. Additionally, the district will continue to explore the possibilities of adding research proven, educational strategies including video conferencing, video streaming, voice over IP, interactive websites, digital communication with parents and the surrounding educational community, and additional educational technologies which are presently unknown to us.

OUHSD will continue to analyze and enhance e-learning and distance resources, content delivery methods and daily lesson plans for alignment with the California Content Standards. The district will also continue to measure academic growth and attainment of proficiency so that the proven best methods and techniques can be utilized throughout the district.

Teachers will integrate online learning management system such as Blackboard and Microsoft SharePoint online portal into their daily lessons to enhance the learning process, design hands-on learning activities to develop technology literacy in students, and use technology tools to raise the level of expertise among all students in all curriculum areas. This process will enable more students to become proficient learners as measured by the California State Content Standards. Although all curricular areas will utilize and benefit from enhanced technology, particular emphasis will be given to Mathematics and English/Language Arts so that an increased percentage of students will score as Proficient or Advanced on standards based tests.

**b. How long the Applicant Wireless Program has been in operation and the mobile wireless device(s) being used,**

The Oxnard Union High School District initial implementation was introduced for an on-premise wireless connectivity in July 2008 to all the schools. This was introduced for students to benefit of portability and to change the way technology was viewed and approached. At this time, there are approximately 750 Dell Latitude laptops district wide which are only for student use. The laptops are carried in various cart sizes from 15 to 24 laptops and are transported between classrooms at various school sites.

In September 2010, the special education department began several pilot programs using Apple Ipads with wireless #G from AT&T. The Apple products are deployed throughout the district and are used in all eight high school special educational staff. In addition, there are 20 3G air cards from AT&T which are provided to staff for outreach at various feeder schools sites and community outreach.

**c. A description of any technical issues associated with implementing the applicant Wireless Program, including an analysis of any problems with the availability of wireless access to students or patrons off the school or library premises and how those issues are being or will be addressed by the school or library.**

As a part of the planning process for implementing the 1 to 1 initiative, a wireless network has been established in three high schools and district office.

The purpose for this application is to create a culture and atmosphere within the district of equality, technology access and learning opportunity. The issue is 69% of our students have no internet access at home of any kind (dial-up or broadband). Those 60% of students with no internet access at home are very challenged in keeping up with their peers in homework assignments. The population that is being educated without Internet access off-premise is at a distinct disadvantage compared to the population that does have Internet access at home. This becomes an issue before and after school when students are trying to access resources, connect collaboratively with other students and teachers, and have requirements to post homework through Internet based learning and management systems.

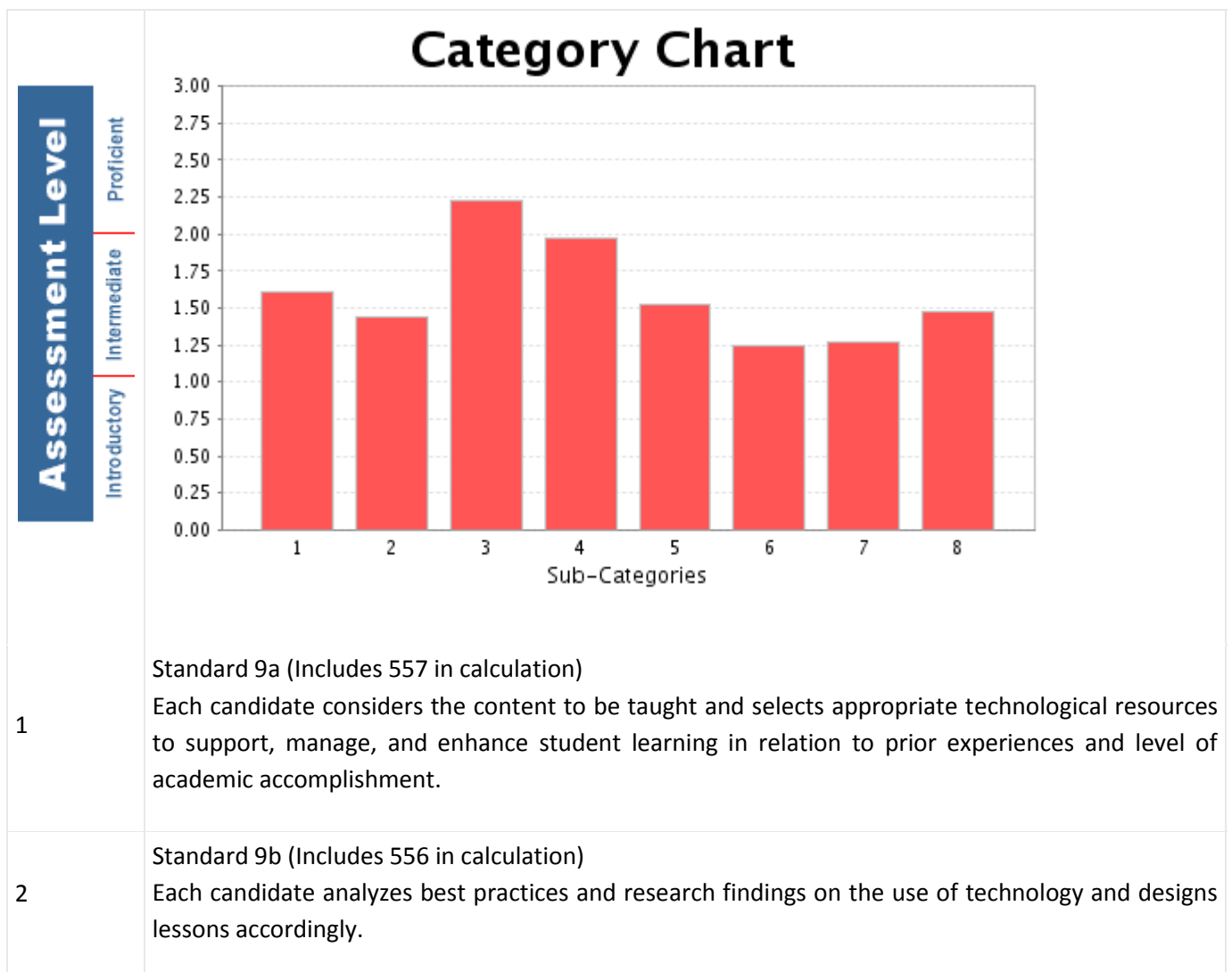
A number of staff at every school site has created learning management systems, with Microsoft SharePoint learning tool kit and Blackboard. This allows for Internet based learning both at school and off campus.

**d. What training has been or will be provided to teachers, librarians, students or parents to implement the Applicant Wireless Program, and**

Professional development training is critical to our goal of the successful integration of technology into the learning environment and off-premises wireless access. The Oxnard Union High School District recognizes this and will continue to create staff development opportunities to ensure that all staff can effectively use technology in the schools. The key to implementing the effective use of technology is to help build awareness among all staff of the possibilities, capabilities, and advantages of using technology in the school setting. The district supports each individual school site's plan for staff development, based on the specific needs at the site.

All certificated staff members, including administrators, participate in the self assessment of technology skills as measured by Ed Tech Profile. This information is updated annually and the most recent data is presented below. Additionally, OUHSD has requested that all administrators, directors, and classified staff identify their needs for professional development. Although beyond the requirements of the EETT Educational Technology Plan, OUHSD views this as a necessity for a comprehensive technology plan that integrates professional development throughout the entire district.

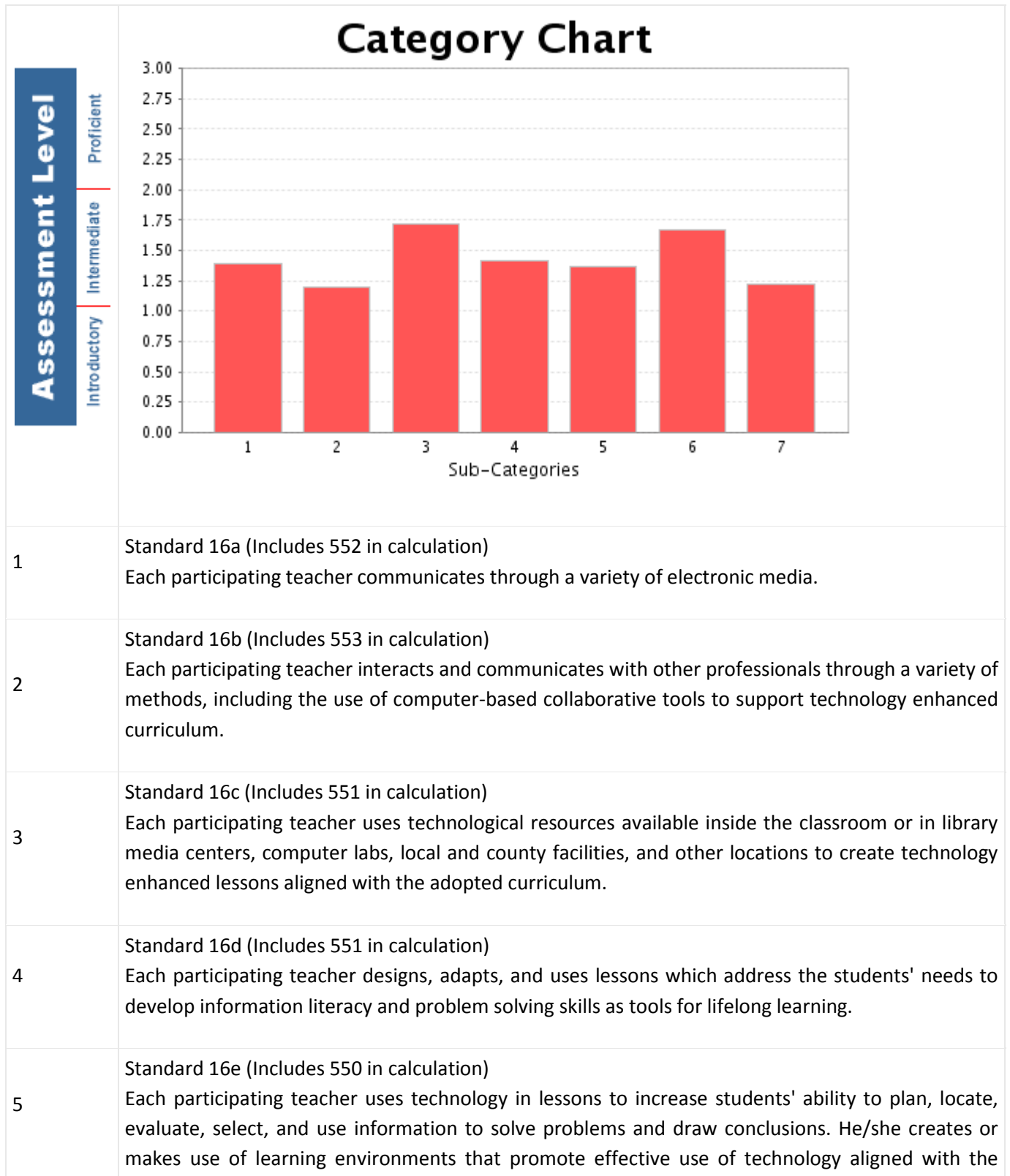
Based on the data available through the Ed Tech Profile, the Oxnard Union High School District administrators, teachers, and classified management rank intermediate to proficient in all Standard 9 categories with particular strengths in using the computer to manage records and in collaboration with colleagues. However, most staff members feel that their ability to choose appropriate software, use online research tools, and analyze best practices of technology are lacking. Most have asked for staff development in these areas.



3	Standard 9d (Includes 556 in calculation) Each candidate uses computer applications to manage records and to communicate through printed media.
4	Standard 9e (Includes 556 in calculation) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
5	Standard 9f (Includes 555 in calculation) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
6	Standard 9g (Includes 555 in calculation) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7	Standard 9h (Includes 554 in calculation) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8	Standard 9i (Includes 553 in calculation) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

The areas showing a need for improvement most likely result from a lack of structured staff development, with trainings being small or not available. In response, the district has created technology coaches to be trainers and to identify professional development needs at each school site.

The Oxnard Union High School district's staff members rank intermediate in all Standard 16 categories with strengths in using technology resources in the classroom and using computer applications to analyze data. However, many staff members feel a need to improve in making data-driven educational decisions resulting in a specific need for professional development in this area.



	curriculum inside the classroom, in library media centers or in computer labs.
6	Standard 16f (Includes 550 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7	Standard 16g (Includes 549 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

A primary area for improvement is the interaction and communication with other professionals to support a technology enhanced curriculum with off- premises wireless access for students. While most teachers are not involved with academic academies, those who teach within an academy are in communication with professionals in that area. Each academy has a committee of private and public professionals who look at the curriculum and goals to assess the effectiveness of the academy. Also, the Career Technical Education Department at each school meets with outside professionals on a yearly basis to review the curriculum.

**e. The extent to which the Applicant Wireless Program is integrated with federal, Tribal, state, regional or local governmental or non-profit initiatives to achieve education or community access outcomes;**

It is the goal of the OUHSD to continue to provide quality literacy instruction to adults in the Oxnard community. Oxnard Adult School has established a partnership program with the Ventura County Library Adult Reading Program, placing an Adult School instructor onsite at the library with volunteer tutors and students to maximize the learning resources for adult literacy students. The Adult School also works with other local adult literacy providers such as Laubach Literacy and the Oxnard library reading program to cross-refer students and provide the most appropriate placement and materials for individual learners. These partnerships would benefit from enhanced availability of technology to support instruction.

Technology has an established place in instruction at the Oxnard Adult School. Convenient scheduling of classes allows students to learn a variety of computer software programs in a variety of program areas. The

English as a Second Language program has a computer lab with a selection of instructional software programs such as Rosetta Stone that support and extend students' English language literacy. In addition, literacy training opportunities are integrated into software programs available to students enrolled in Adult Basic Education, Adult Secondary Education, and GED preparation courses. Distance learning and off-premises wireless access opportunities for adult literacy students will be made possible with the EDU 2011 grant funding. Technology also plays an important role in maintaining student enrollment and attendance records, tracking student progress, and reporting program outcomes.

**2. The poverty level based on the percentage of students eligible for a free or reduced price lunch under the national school lunch program (NSLP) or a federally approved alternative mechanism, and the current discount rate of the school or library.**

1	3	4			5	6	7	8
Name of Eligible School	Urban or Rural	Total # of Students	FREE	REDUCED	# of Students Eligible for NSLP	% Students Eligible for NSLP (Col. 5 divided by Col. 4)	Discount % from Discount Matrix	Weighted Product for Calculating Shared Discount (Col. 4 x Col. 7)
Oxnard High School	Urban	2,999	1,392	228	1,620	54.0%	80%	2399.2
Adolfo Camarillo High School	Urban	2,374	372	113	485	20.4%	50%	1187
Hueneme High School	Urban	2,063	1,338	165	1,503	72.9%	80%	1650.4
Rio Mesa High School	Urban	2,152	824	134	958	44.5%	60%	1291.2
Channel Islands High School	Urban	2,703	1,561	201	1,762	65.2%	80%	2162.4
Pacifica High School	Urban	3,264	1,771	219	1,990	61.0%	80%	2611.2
Frontier High School	Urban	404	248	25	273	67.6%	80%	323.2
<b>TOTAL</b>		<b>15,959</b>	<b>7,506</b>	<b>1,085</b>	<b>8,591</b>	<b>54%</b>		<b>11624.60</b>
<b>Weighted Average Discount % for Shared Services</b> (Col. 8 total divided by Col. 4 total. Round to nearest %)								<b>73%</b>

These numbers continue to rise as the demographics of the district change.

**3. The financial need of the school or library including any additional budgetary hardships, notwithstanding the school or library's current discount rate.**

The Oxnard Union High School District state general funds revenue limit were reduced by \$219,876,967.23 for the 2010-11 school year. The OUHSD free lunch students have significantly increased in the last two school years.



**4. All costs, including those eligible for E-rate support and those not eligible for E-rate support associated with implementing the Applicant Wireless Program, including but not limited to costs for equipment such as e-readers or laptops, access and connection charges, teacher training, librarian training or student/parent training**

#### Estimated Bill of Materials

Products/ Labor/Training	Number of Users/ Products	E-Rate Eligible Cost	Not Eligible E-Rate Cost
Motorola WiMax Equipment		\$2,0800,000.00	
Installation Labor cost		\$2,0800,000.00	
Dell or HP Netbooks – 10 inch	28,880		\$7,200,000.00
Professional Development for staff, student/parent	50,000 users		\$500,000.00

#### Point-to-Multipoint 430

Wireless Broadband and Access Network Solutions

##### Motorola AP7181 Solutions

Superb Antenna Technology Motorola's exclusive intelligent ADEPT (Advanced Element Panel Technology) antenna system was developed specifically for the AP 7181. The ADEPT system allows the AP 7181 to achieve maximum data rates by enabling dual data stream communication via dual polarization antennas. Leveraging multiple transmit and receive RF chains, dual polarized antennas and software configurable down tilt, the

AP 7181 achieves excellent coverage without the self-shadowing caused by multiple dipole antennas. High Capacity

#### Elevating Bandwidth to the Nth Power: The Motorola AP 7181

About Motorola Wireless Broadband Motorola's comprehensive portfolio of reliable and

cost-effective wireless broadband solutions, together with our WLAN solutions, provide and extend coverage both indoors and outdoors.

The Motorola Wireless Broadband portfolio offers high-speed Point-to-Point, Point-to-Multipoint, Mesh, WiFi and WiMAX networks that support data, voice and video communications, enabling a broad range of fixed and mobile applications for public and private systems. With Motorola's innovative software solutions, customers can design, deploy and manage a broadband network, maximizing uptime and reliability while lowering installation costs.

Part Number	Description	Quantity	MSRP	Total
<b>7181 (Access Layer)</b>				
HK1860A	AP 7181, AC, 2.4, 5.X GHz, NA Market	250	\$5,899.00	\$1,474,750.00
RLN6197A	Mounting Kits pole adaptor	250	\$89.00	\$22,250.00
25-97593-01R	Ethernet cable for debugging	20	\$25.00	\$500.00
Sub Total				\$1,497,500.00
<b>PTMP 430 (Distribution)</b>				
5440APC	PMP 430 AP, Connectorized	40	\$3,395.00	\$135,800.00
HK1943A	5.7 GHZ 20Mbps OFDM SM - 25PK	10	\$10,875.00	\$108,750.00
SGPN4063A	56 VDC power supply	1	\$35.00	\$35.00
SGKN4427A	US 56 VDC power supply line cord	40	\$5.00	\$200.00
ACPSSW-09B	29.5VDC; USA, EU, & UK Clips	250	\$15.00	\$3,750.00
Sub total				\$248,535.00
<b>Point-to-Point 800 (Backhaul)</b>				
Part Number	Description	Quantity	MSRP	Total
(no part number)" Requires FCC Coordinatino	Unspecified 11 GHz ODU	15	\$2,808.00	\$42,120.00
30010194001	50 Ohm Braided Coaxial Cable - 75 meter	30	\$400.00	\$12,000.00
85010089003	.6' HP Antenna, 10.70 ~ 11.70 GHz, Single Pol, Mot Interfac	30	\$1,710.00	\$51,300.00
WB3480	PTP800 Modem 1000/100BaseT with Capacity CAP 10 Mbps	30	\$2,940.00	\$88,200.00
WB3543	PTP800 Modem Capacity CAP - 150 Mbps (per Unit)	30	\$1,750.00	\$52,500.00
WB3616	Coaxial Cable Installation Assembly Kit (W/O LPU End Kit)	30	\$150.00	\$4,500.00
WB3657	LPU END KIT PTP800 (1 kit required per Coaxial cable)	30	\$350.00	\$10,500.00
WB3622A	AC-DC Power Supply Converter (no lead cable included)	30	\$200.00	\$6,000.00
WB3518A	Mains Lead- US 3pin to C5 (PTP800 AC-DC PSU)	30	\$10.00	\$100.00
WB3659	FCC Microwave Frequency Coordination Service	15	\$1,000.00	\$15,000.00
Sub total				\$282,220.00
<b>Grand Total</b>				<b>\$2,028,255.00</b>

### Installation Costs

Due to the fact that not enough information has been provided, in order to properly scope this project a project team would have to be engaged in order to accurately provide a cost, however, based on best practices for this size of project / deployment, it is estimated that \$2 million dollars would be recommended for budgetary purposes..

**5. The committed school or library resources available to implement the entire Applicant Wireless Program, including whether those funds are from the school or library's general budget or from an outside funding source.**

The district has standardized their hardware and productivity software as much as possible. Most courseware is standardized throughout the district except where specialized needs require specific software and courseware. This has resulted in hardware and software cost savings and increased efficiency in staff development. Sites use their budgets and categorical funds to cover additional technology needs. The district receives E-rate and California Teleconnect funding for WAN circuits and phone system lines (voice and data).

To implement the entire Off-Premises Wireless Program. The table below illustrate the general budget or from outside funding source.

<b>Funds Required to implement Off-Premises Wireless project</b>	<b>Funding Source</b>
Estimated cost is \$5 million for WiMax infrastructure and labor.	General Fund / EDU 2011 Funds
Estimated \$ 7.2 million will cost to buy Netbooks 10 inch for 1:1 laptop program.	General Fund / Title 1 and EETT Funds.

**6. The effect EDU2011 support for off-premise connectivity is likely to have upon the school's or library's projects**

The effect will be dramatic. Without the EDU2011 support for off-premise connectivity, we will not be able to implement the plan as outlined. A shift in priorities of the current plan will allow some access for a limited number of students on a selected basis.

**7. An analysis of the cost effectiveness of the current or planned Applicant Wireless Program as compared to the use of other types of technology that would also meet the Program's objectives**

Analysis Cost Model: Part of the planned 1:1 laptop initiative. The district is planning to buy 10 inch netbooks which would cost around \$250.00 from a special Dell and HP program. The cost will be divided between parents and school district. The parent- district partnership will help district required funding reduced and help one-to-one program sustainable.

The OUHSD is proposing to go with WiMAX for it's Off- Premises wireless access. The table below illustrates its cost relative to other technologies in terms of cost per home passed. This low cost per home passed brings it into the realm of possibilities for our school district to build its own private access network independent of commercial operators.

Technology	Capital expenditure for US nationwide network	Cost per home passed
DSL	\$270 billion	\$50
Cable TV	\$65 billion	\$1,200
Fiber to the Home	\$93 billion (estimated)	\$2,000
3G wireless	\$405 billion	\$50
WiMAX	\$3 billion (estimated)	<\$10

**Table: WiMAX is one of the least expensive access technologies on the market**

The Federal Communication Commission reports that broadband penetration in the US approaches 90% throughout most of the US. However, a survey done two years ago revealed that 69% of our students have no internet access at home of any kind (dial-up or broadband). Those 69% of students with no internet access at home are very challenged in keeping up with their peers in homework assignments. One estimate to provide WiMAX coverage for the populated areas of the school district boundary (where our students live) is \$5 million. With 16,885 secondary students and approximately 12,000 adult students living in the community; Total 28,885 students that is approximately \$173.61 per student for one time capital outlay.

**8. Any relevant technology planning documents and, if applicable, a statement of long-term objectives for the Program;**

Please review the attached OUHSD district Technology Plan.

**9. A description of the specific measures taken or that will be taken, to ensure compliance with the Children's Internet Protections Act and measures to protect against waste, fraud and abuse**

The Oxnard Union High School District has taken very strict measures to protect students and staff against waste, fraud and abuse. Every year the student and the staff sign the "Acceptable Use Policy" to ensure compliance with Federal and State requirements. The OUHSD provides internet capabilities to students to support learning, enhance instruction, and to give access to a vast exchange of information. The student is expected to follow all guidelines as well as those given orally by the school staff. It is expected that all computers and network services are to be used in an appropriate, efficient, ethical and legal manner. Inappropriate use is defined as a violation of the intended educational purpose, and shall include use of the network for obscene or profane activities, for harassment or defamation. Students are expected to exit immediately any inappropriate files they may inadvertently encounter. Because on-line networks are used as part of a school activity, the Student Acceptable Use Policy is an extension of the school's behavior code, and normal disciplinary measures adopted by the school will be pursued for any infringements.

In addition to the above policy, Oxnard Union High School District is currently developing an addition to the Acceptable Use Policy for students and staff to address the use of electronic devices off premise.

**10. A description of internal policies and enforcement procedures governing acceptable use of the wireless devices used in the Program off the school or library's premises**

Oxnard Union High School District has two internal and enforcement policies are stated below.

1. STUDENT ACCEPTABLE USE POLICY - SECTION 6000 BOARD POLICY - BP 6163.4
2. EMPLOYEE ACCEPTABLE USE POLICY (AUP) - SECTION 4000 BOARD POLICY PERSONNEL - BP 4040

**STUDENT ACCEPTABLE USE POLICY**

**A. Purpose**

1. The Oxnard Union High School District is providing employees and students with access to the district's electronic communication system, which includes Internet access.
2. The purpose of the district's electronic communication system is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people from throughout the world. Additionally, the system will be used to increase district intra-communication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers. The district system will also assist the district in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.
3. Users of the district's electronic communication system may not use the district system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. District acquisition policies will be followed for purchase of goods or services through the district system.
4. Users may not use the system for political lobbying. District employees and students may, however, use the system to communicate with their elected representatives and to express their opinions on political issues.
5. The term "educational purpose" includes use of the system for classroom activities, professional or career development, and limited high-quality self-discovery activities. Students will limit their use of the system for self-discovery purposes to no more than 3 hours per week.

**EMPLOYEE ACCEPTABLE USE POLICY (AUP)**

**A. Purpose**

1. The purpose of District-provided technology, (i.e. computers, software, Internet and intranet access,

server-based storage and e-mail) is to improve student academic learning and achievement and to facilitate the administrative processes of the Oxnard Union High School District ("OUHSD"). Employees must restrict their activities to endeavors which support these purposes. The intent of this use policy is to make clear cases consistent with the objectives of the OUHSD and is not intended to exhaustively enumerate all possible uses or misuses.

***Required Information (schools only).*** The applications filed by schools also must contain the following information:

**1. The location of the school District;**

Oxnard Union High School District  
309 South K Street,  
Oxnard, CA 93030

**2. the name of the school District applicant, along with a complete list of the individual schools that will be served, including their billed entity numbers;**

School District Applicant:  
Dr. Bob Carter, Superintendent  
Oxnard Union High School District  
309 South K Street,  
Oxnard, CA 93030  
(805) 385 – 2500  
Billed Entity: 143813

Schools Served:  
Adolfo Camarillo High School  
4660 Mission Oaks Blvd.  
Camarillo, CA 93012  
Telephone: 805-389-6407  
Fax: 805-484-8087  
[www.camarillohigh.us](http://www.camarillohigh.us)  
Billed Entity: 106166

Channel Islands High School  
1400 Raiders Way  
Oxnard, CA 93033  
Telephone: 805-385-2787  
Fax: 805-385-2748  
[www.channelislandshigh.us](http://www.channelislandshigh.us)  
Billed Entity: 106257

Frontier High School  
545 Airport Way  
Camarillo, CA 93010  
Telephone: 805-389-6450  
Fax: 805-389-6466  
[www.frontierhigh.us](http://www.frontierhigh.us)  
Billed Entity:106161

Hueneme High School  
500 Bard Road  
Oxnard, CA 93033  
Telephone: 805-385-2667  
Fax: 805-385-2817  
[www.huenemehigh.us](http://www.huenemehigh.us)  
Billed Entity:106252

Oxnard High School  
3400 West Gonzales Road  
Oxnard, CA 9303  
Telephone: 805-278-2906  
Fax: 805-278-2912  
[www.oxnardhigh.us](http://www.oxnardhigh.us)  
Billed Entity:106251

Pacifica High School  
600 E. Gonzales Road  
Oxnard, CA 93030  
Telephone: 805-278-5000  
Fax: 805-278-7187  
[www.pacificahigh.us](http://www.pacificahigh.us)  
Billed Entity:211785

Rio Mesa High School  
545 Central Avenue  
Oxnard, CA 93030  
Telephone: 805-278-5500  
Fax: 805-278-5525  
[www.riomesahigh.us](http://www.riomesahigh.us)  
Billed Entity: 106223

Oxnard Adult School  
1101 W. Second Street  
Oxnard, CA 93030  
Telephone: 805-385-2578  
[www.oxnardadulthood.us](http://www.oxnardadulthood.us)

Billed Entity: 106234

**3. a description of the school district or school, including the type of school, such as private, public, charter, or other special type of school;**

The Oxnard Union High School District educates 16,885 secondary students and approximately 12,000 adult students living in the community. Oxnard is the largest city in Ventura County and is located at the western edge of the fertile Oxnard Plain, which is one of the world's most important agricultural centers. The city is home to more than 200,000 residents. Its students come from the feeder districts: Hueneme Elementary (K-8), Mesa Union (K-8), Oxnard Elementary (K-8), Pleasant Valley (K-8), Rio Elementary (K-8), Somis Union School District (K-8), Ocean View District (K-8), and two small charter schools.

The district operates six comprehensive high schools (Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica and Rio Mesa), one continuation high school (Frontier), one adult school (Oxnard) and an Independent Study Program.

The percentage of Hispanic students has steadily grown, while African American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent. The following chart shows the district's population percentages by ethnicity, for students and for teachers for 2008-2009.

Populatio n	America n Indian	Asian	Pacific Islande r	Filipin o	Hispani c	African America n	Whit e	Other
Students	0.5%	2.6%	0.5%	4.0%	69.8%	2.9%	18.0 %	1.7%
Teachers	0.7%	2.6%	0.3%	1.6%	22.5%	2.7%	69.0 %	.04%

In Spring 2009, approximately 22% of district students were considered English Language Learners. Approximately 32% of the students qualified for the district's free and reduced lunch program. Special education students comprise 8.9% of the total. In 2008-2009, teachers had served an average of 11.2 years in the district (14.2 years total in education); 41.6% held a master's degree or better; 95.2% were fully credentialed.

The Board of Trustees believes the mission of the district is to provide quality educational programs and meaningful opportunities to all students. They should be exposed to a variety of choices and methods for evaluating and selecting appropriate alternatives within the instructional program. Students should develop the knowledge and traits of character which lead to a productive life and a responsible citizenship.



The Board of Trustees recognizes that technology can greatly enhance the instructional program as well as the effectiveness of district and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable, cost-effective implementation of technology-based materials, equipment, systems, and networks.

**4. a description of the Program's curriculum objectives, the grade levels included, and the number of students and teachers involved and/or being served as part of the program; and**

The Oxnard Union High School District is committed to research-based, school improvement strategies, especially in the area of technology. The Information Technology Department and the other departments within the district's instructional work together to maintain a current level of knowledge and understanding that allows them to promote appropriate technology use and methods throughout the district.

Extensive current research exists that not only supports the integration of technology into the curriculum of today's schools, but argues for its implementation. In a new report, "Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System," the State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE) and the Partnership for 21st Century Skills urged renewed emphasis on technology in education. The report urges federal, state and local policymakers and other stakeholders to take action on three fronts:

- Use technology comprehensively to develop proficiency in 21st century skills. Knowledge of core content is necessary, but no longer sufficient, for success in a competitive world. Even if all students mastered core academic subjects, they still would be woefully underprepared to succeed in postsecondary institutions and workplaces, which increasingly value people who can use their knowledge to communicate, collaborate, analyze, create, innovate, and solve problems, as specified in ISTE's recently refreshed National Educational Standards for Students. Used comprehensively, technology helps students develop 21st century skills.
- Use technology comprehensively to support innovative teaching and learning. To keep pace with a changing world, schools need to offer more rigorous, relevant and engaging opportunities for students to learn—and to apply their knowledge and skills in meaningful ways. Used comprehensively, technology supports new, research-based approaches and promising practices in teaching and learning.
- Use technology comprehensively to create robust education support systems. To be effective in schools and classrooms, teachers and administrators need training, tools and proficiency in 21st century skills themselves. Used comprehensively, technology transforms standards and assessments, curriculum and instruction, professional development, learning environments, and administration.

**Additional Research/Resources:**

Perhaps the greatest database of relevant research which supports the use of technology in the 21<sup>st</sup> Century Classroom is located on the International Society for Technology in Education (ISTE) website ([www.iste.org](http://www.iste.org)). Following the link to the Center for Applied Research in Educational Technology (CARET) brings a summary of how technology positively impacts the following five components of education:

- a. Student Learning
- b. Curriculum and Instruction
- c. Online Teaching and Learning
- d. Professional Development
- e. Assessment and Evaluation

Each of the above five components is then explored in depth in a question and answer format that is extensively supported by current research.

Grades	Number of Students
Grade 9	4049
Grade 10	3903
Grade 11	3839
Grade 12	4182

Total Number of Teachers: 786

Total Number of Support Staff: 1378

#### **5. A summary of any data collected by the school district on Program outcomes and achievement of Program objectives.**

Oxnard Union High School District creates and maintains a college-preparatory learning environment by providing

college prep, honors, Advanced Placement, and career technical education courses that assist all students in attaining a high level of academic achievement as measured by state standards, common and individual teacher assessments, and classroom observations. Staff collaboration contributes to student success on all levels. OUHSD provides individualized assistance to students who experience difficulties and challenges. Safety and tolerance is integrated across the curriculum to develop the necessary social and interpersonal skills to equip our college preparatory students to achieve success after graduation.

The district participates in the following data collections on Program outcomes and achievements:

1. National Assessment of Educational Progress (NAEP): Districts participate in the NAEP testing cycle. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.
2. Standardized State Assessments: The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.
3. California High School Exit Exam: The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and

encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

4. Adequate Yearly Progress: The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.